

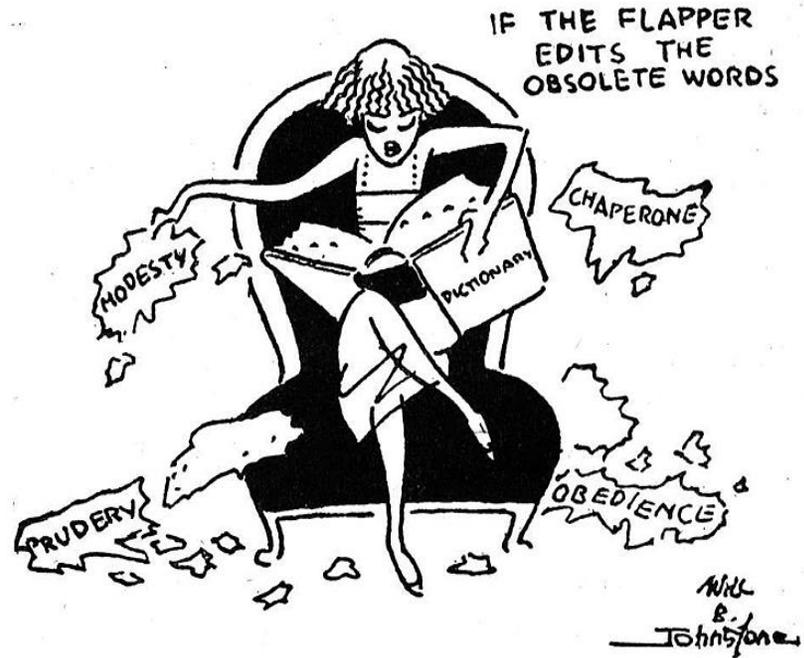
Document Analysis

**Source 1: Ellen Welles Page; “A Flapper’s Appeal to Parents”;
The Outlook; magazine article; 1922**

I want to beg all you parents, and grandparents, and friends, and teachers, and preachers—you who constitute the “older generation”—to overlook our shortcomings, at least for the present, and to appreciate our virtues. I wonder if it ever occurred to any of you that it required brains to become and remain a successful flapper? Indeed it does! It requires an enormous amount of cleverness and energy to keep going at the proper pace. It requires self-knowledge and self-analysis. We must know our capabilities and limitations. We must be constantly on the alert. Attainment of flapper hood is a big and serious undertaking!

[...]Most of us, under the present system of modern education, are further advanced and more thoroughly developed mentally, physically, and vocationally than were our parents at our age. We hold the infinite possibilities of the myriad of new inventions within our grasp. We have learned to take for granted conveniences, and many luxuries, which not so many years ago were as yet undreamed of. We are in touch with the whole universe. [...]We are the younger generation. The war tore away our spiritual foundations and challenged our faith. The times have made us older and more experienced than you were at our age.

Source 2: Will B. Johnstone; 1920s cartoon; exact date unknown



Identify: _____

Summarize:

Analyze/Evaluate:

1) According to these documents, what made flappers different and controversial?

2) How did flappers represent the changes taking place in 1920's American society?

DIRECTIONS:

- 1) **Number** each paragraph (if there is more than one).
- 2) As you read the document **underline/highlight** important information (description of people or places, facts, or other evidence).
- 3) As you read the document **circle** (in a different color than used in step 1) key terms, dates, historical events, places, and words that signal relationship (“this led to…” or “as a result of…”).
- 4) As you read the document **Box** words with which you are unfamiliar. In the margins, **define** these words.
- 5) **Identify** the document:
 - a. What kind of document are you looking at (speech, book/document excerpt {be specific about which one!}, news article, political cartoon, etc)?
 - b. Who wrote it/said it?
 - c. When was it said/written?
 - d. Where?
- 6) **Summarize** the document:
 - a. In 1-2 sentences only, summarize what this document is about/what the document is saying
- 7) **Analyze/Evaluate** the document:
 - a. Analyze the document by using the **context** or background information that you already know about the 1920s and combine that with what new information you think the document provided to answer the questions.